

# Psychology and Philosophy

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\**Sabbatical: Fall 2008*

\*\**Sabbatical: Spring 2009*

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department (see page 52). The General Education Goal 9 (Social and Behavioral Sciences) requirement is satisfied through the completion of the Psychology major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## Grade Recommendations

The Psychology Department strongly recommends that all Psychology majors achieve a grade of C- or higher in General Psychology and Introduction to Statistics. These courses provide the essential foundation for subsequent psychology courses, and a basic grasp of the concepts introduced in these two courses is essential.

## Psychology Major

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### Departmental Requirements for Major:

A student majoring in Psychology must elect a concentration and complete a minimum of twelve (12) courses in psychology - five (5) core required courses described below and an additional seven (7) courses prescribed for the concentration. The major also requires three (3) related courses from other academic departments.

All Psychology majors are required to take the following courses:

### Core Department Courses (5):

PSYC 101 General Psychology or PSYC 200 Psychology of Development  
**Note:** Only Coordinate Education majors may substitute PSYC 200 Psychology of Development for PSYC 101 General Psychology.  
 PSYC 251 Psychology Research I: Methods  
 PSYC 351 Psychology Research II: Design and

### Statistical Applications

PSYC 360 History and Systems in Psychology  
 PSYC 450 Empirical Research Thesis in Psychology

### Core related courses (3):

BIOL 142 Introduction to Human Biology **OR**  
 CHEM 131 Science-Environment and Health  
 MATH 117 Introduction to Statistics  
 PHIL 102 Introduction to Ethics or  
 PHIL 105 Introduction to Political & Social Philosophy **OR**  
 PHIL 118 Introduction to Philosophy of Science

Each of these core-related courses also may be used to meet general education requirements.

### Department courses required for a concentration (7)

To meet the requirements of a concentration, the student must take seven (7) prescribed departmental courses in addition to the five (5) core and the three (3) core-related courses. Students in each concentration are required to

## Physical Science Course Descriptions

Subject Code	Course Number	Course Description
PHSC	109	<p><b>Introduction to Physical Science (Gen. Ed. Goal 6, Lab)</b></p> <p>An introduction to the fundamental behavior of matter and energy. Topics include the nature of scientific investigation, properties of matter, motion, energy conservation, heat, wave motion, magnetism and static electricity, nuclear fission and fusion, and the relationships among the different areas of physical science. This course is intended for nonscience majors and includes a weekly two-hour laboratory component. Students will not receive credit for this course after having taken PHYS 201 Introductory Physics or PHYS 211 Principles of Physics I.</p>

## Physics Course Descriptions

Subject Code	Course Number	Course Description
PHYS	201	<p><b>Introductory Physics (Gen. Ed. Goal 6, Lab)</b></p> <p>An introduction to those concepts of physics of particular relevance to the life and earth sciences. The topics covered, all at a non-calculus level, include motion, scaling, energy and its conservation, fluids, wave motion, electrostatic force, electrical currents, nuclear radiation and its effects and uses. The course includes a weekly three-hour laboratory component. <i>Prerequisite: MATH 200 Precalculus.</i></p>
PHYS	211	<p><b>Principles of Physics I (Gen. Ed. Goal 6, Lab)</b></p> <p>The study of motion, Newton's Laws, work and energy, momentum, gravitation, and the rotation of rigid bodies. Designed for students majoring in the sciences, mathematics, and pre-engineering. Includes a weekly, three-hour laboratory component. <i>Prerequisite: MATH 219 Calculus I (may be taken concurrently).</i></p>
PHYS	212	<p><b>Principles of Physics II</b></p> <p>A continuation of Principles of Physics I, involving the study of wave motion, sound, electricity and magnetism, d.c. circuits, and electromagnetic waves. Designed for students majoring in the sciences, mathematics, and pre-engineering. Includes a weekly, three-hour laboratory component. <i>Prerequisite: PHYS 211 Principles of Physics I.</i></p>

complete at least one (1) psychology elective. In addition to the psychology courses, students may use INTD 225 Biopsychology to fulfill a psychology elective. Each Psychology major should meet with his or her advisor and select a concentration as early as possible. The following concentrations are offered:

- General Psychology (UPSG)
- Developmental Psychology (UPSD)
- Educational Psychology (UPSE)
- Human Services (UPSH)
- Work and Applied Psychology (UPSA)

### **Psychology majors who are also Coordinate majors in Education**

Coordinate majors in Education who major in Psychology must take PSYC 200 Psychology of Development, a course required for provisional teaching certification.

ONLY PSYCHOLOGY MAJORS WHO GRADUATE AS COORDINATE MAJORS IN EDUCATION WILL BE GRANTED CREDIT TOWARD THE COMPLETION OF THEIR MAJOR FOR PSYC 200 PSYCHOLOGY OF DEVELOPMENT.

## **Admission to the Major**

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Matriculated students who wish to declare a major in Psychology must apply for acceptance to the Psychology Department by September 30 in the fall semester or by February 15 in the spring semester. Students are to contact the Department Chair to discuss their interests and obtain information on the application procedure. Applicants will be notified of the action on their applications before the advising period for the following semester.

## **Statement on Prerequisites**

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PSYC 101 General Psychology or PSYC 200 Psychology of Development is a prerequisite for all other psychology courses.

### **Concentration In General Psychology (UPSG)**

This concentration provides students with an overview of the traditional areas of the discipline. It is oriented toward understanding fundamental processes of behavior rather than the applications of behavioral principles in a specific setting. This concentration is recommended for students who have broader interests in psychology that are not addressed by the other concentrations.

#### **Seven (7) Psychology Courses:**

One (1) of the following:

- PSYC 215 Psychology of Personality
- PSYC 224 Social Psychology

One (1) of the following:

- PSYC 201 Child Psychology
- PSYC 212 Adolescent Psychology
- PSYC 231 Adulthood and Aging

One (1) of the following:

- PSYC 261 Conditioning and Animal Learning
- PSYC 280 Sensation and Perception
- PSYC 362 Cognitive Psychology

One (1) of the following:

- PSYC 322 Abnormal Psychology
- PSYC 341 Group Dynamics

Three (3) psychology electives (one must be at the 300-level or above)

### **Concentration in Developmental Psychology (UPSD)**

This concentration focuses on the principles of human development throughout the lifespan. It is designed for students interested in working with a child, adolescent, or geriatric population, but not necessarily in an educational setting. The concentration will prepare students for a broad range of employment in the development and human service fields.

**Seven (7) Psychology Courses:**

Two (2) of the following:

- PSYC 201 Child Psychology
- PSYC 212 Adolescent Psychology
- PSYC 231 Psychology of Adulthood and Aging

One (1) of the following:

- PSYC 271 Principles of Behavior Modification
- PSYC 286 Psychology of Women
- PSYC 369 Human Sexuality

One (1) of the following:

- PSYC 310 Psychological Testing
- PSYC 313 Developmental Disabilities
- PSYC 370 Developmental Psychopathology

One (1) of the following:

- PSYC 280 Sensation and Perception
- PSYC 362 Cognitive Psychology

Two (2) psychology electives (one must be at the 300-level or above)

**Concentration in Educational Psychology (UPSE)**

This concentration focuses on the principles of educational psychology. It provides a series of courses that cover the teaching approaches and learning processes in normatively and atypically developed school aged populations.

**Seven (7) Psychology Courses:**

- PSYC 318 Educational Psychology
- PSYC 362 Cognitive Psychology

One (1) of the following:

- PSYC 201 Child Psychology
- PSYC 212 Adolescent Psychology

Two (2) of the following:

- PSYC 271 Principles of Behavior Modification
- PSYC 310 Psychological Testing
- PSYC 313 Developmental Disabilities
- PSYC 370 Developmental Psychopathology

Two (2) psychology electives

**Note:** Strongly recommended for students completing psychology as a coordinate major with education.

**Concentration in Human Services (UPSH)**

This concentration provides students with principles and theories of psychology applicable to human service settings, such as community agencies, hospitals, children services, and so forth. It is oriented toward the application of behavioral principles in applied settings.

**Seven (7) Psychology Courses:**

- PSYC 215 Psychology of Personality
- PSYC 322 Abnormal Psychology
- PSYC 353 Topics in Human Services

One (1) of the following:

- PSYC 224 Social Psychology
- PSYC 258 Human Relations

One (1) of the following:

- PSYC 231 Psychology of Adulthood and Aging
- PSYC 269 Human Sexuality
- PSYC 286 Psychology of Women

One (1) of the following:

- PSYC 271 Principles of Behavior Modification
- PSYC 310 Psychological Testing
- PSYC 370 Developmental Psychopathology

One (1) psychology elective

### Concentration in Work and Applied Psychology (UPSA)

This concentration focuses on principles and skills applicable to business and organizational settings. It is designed for students who wish to orient their program toward applications of behavioral principles in business, industry or government. Students selecting this concentration are strongly encouraged to complete a minor in a discipline that will enhance skills needed in corporate settings, such as communication arts, computer science, economics, or professional writing.

#### Seven (7) Psychology Courses:

- PSYC 304 Psychology of Careers

One (1) of the following:

- PSYC 215 Psychology of Personality
- PSYC 224 Social Psychology

One (1) of the following:

- PSYC 208 Health Psychology
- PSYC 258 Human Relations
- PSYC 271 Principles of Behavior Modification

One (1) of the following:

- PSYC 310 Psychological Testing
- PSYC 362 Cognitive Psychology

One (1) of the following:

- PSYC 338 Psychology of Work Behavior
- PSYC 341 Group Dynamics

Two (2) psychology electives

### Minor in Psychology (5 Courses)

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Students who minor in Psychology must take PSYC 101 General Psychology and four (4) other Psychology Department courses.

### Minor in Philosophy (5 Courses)

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A minor in philosophy consists of five (5) philosophy courses:

- PHIL103 Introduction to Logic

Four (4) additional courses, two of which must be at the 200-level or above

### Minor in Neuroscience (5 Courses)

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(See Page 48)

## Courses Appropriate for General Education (Gen. Ed.)

### Psychology

Courses:	Goal
PSYC 101 General Psychology	9
PSYC 200 Psychology of Development	9
PSYC 201 Child Psychology	9
PSYC 212 Adolescent Psychology	9, 12
PSYC 224 Social Psychology	9, 12
PSYC 231 Psychology of Adulthood and Aging	9
PSYC 273 Environmental Psychology	9

### Philosophy

Courses:	Goal
INTD 222 Bioethics	4
PHIL101 Invitation to Philosophy	4
PHIL102 Introduction to Ethics: Why be Moral?	4, 12
PHIL103 Introduction to Logic	4
PHIL105 Introduction to Political and Social Philosophy	4, 12
PHIL118 Introduction to Philosophy of Science	4
PSYC 273 Environmental Psychology	9

## Psychology Course Descriptions

Subject Code	Course Number	Course Description
PSYC	201	<p><b>General Psychology (Gen. Ed. Goal 9)</b> An introduction to basic concepts of modern psychology, including the biological bases of behavior, motivation, emotion, intelligence, learning, sensation, and perception. Students are exposed to principles, issues, and research findings in these and other areas in psychology such as social behavior, development, personality, and psychopathology.</p>
PSYC	200	<p><b>Psychology of Development (Gen. Ed. Goal 9)</b> An overview of observational methods of research and major theories of development from preschool age to adolescence. Normative patterns in areas such as physical growth, cognition, morality, and socialization are stressed. Discussions and field applications encourage the critical evaluation of theoretical and normative information. <i>Prerequisite: Sophomore status and status as a Coordinate Education major or Education minor.</i></p>
PSYC	201	<p><b>Child Psychology (Gen. Ed. Goal 9)</b> An introduction to the study of the child from conception to the onset of adolescence. Basic concepts and theories of child development are studied, particularly those relevant to the psychological processes of perception, cognition, social interaction, and affective and moral development. <i>Prerequisite: PSYC 101 General Psychology or sophomore status.</i></p>

PSYC	208	<p><b>Health Psychology</b></p> <p>An introduction to the application of psychology to the areas of health processes and disease management as they relate to everyday life experiences. The course includes the theory and application of psychology to the promotion and maintenance of better health, prevention and treatment of illness, and the identification of psychological factors in health and illness. A focus is placed on contemporary issues in relating psychology to men's and women's health, addiction, weight control, stress management, fitness, and socio-cultural influences on health. <i>Prerequisite: PSYC 101 General Psychology or sophomore status.</i></p>
PSYC	212	<p><b>Adolescent Psychology (Gen. Ed. Goals 9, 12)</b></p> <p>An introduction to the study of the adolescent from the onset of puberty to the beginnings of adulthood. Topics include biological changes, identity development, the adolescent's relations with parents and peers, cognitive changes, moral development, achievement, and work issues. Special topics may include sexuality, drug abuse, delinquency, and psychopathology examined in the context of the adolescent's formation of his or her identity. Within each topic of development, current research findings regarding the specific issues of race, class, and gender as they apply to adolescent development are discussed. <i>Prerequisite: PSYC 101 General Psychology or sophomore status required.</i></p>
PSYC	215	<p><b>Psychology of Personality</b></p> <p>A consideration of biological, developmental, and situational factors affecting personality. Some of the major personality theories are presented, for example, those of Freud, Jung, and Adler. <i>Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.</i></p>
PSYC	224	<p><b>Social Psychology (Gen. Ed. Goals 9, 12)</b></p> <p>An introduction to the factors and processes involved in people's understanding of themselves, others, and social interactions. Attention is given to research in such areas as social perception, gender, group interaction, attitude formation and change, aggression, social influence, interpersonal attraction, prejudice and discrimination, and pro-social behavior with particular emphasis given to differences relating to gender, race, and class. <i>Prerequisite: PSYC 101 General Psychology or sophomore status.</i></p>
PSYC	231	<p><b>Psychology of Adulthood and Aging (Gen. Ed. Goal 9)</b></p> <p>An introduction to factors and issues affecting the development of individuals from young adulthood through the senior years. Topics may include developmental changes in sensory and biological processes, cognition, personality, familial and peer relationships, vocational and recreational goals, and bodily and mental health. Note: Students who have taken both 42.213 Psychology of Adult Development and 42.214 Psychology of Aging cannot receive credit for PSYC 231 Psychology of Adulthood and Aging. <i>Prerequisite: PSYC 101 General Psychology or sophomore status.</i></p>
PSYC	251	<p><b>Psychology Research I: Methods</b></p> <p>An introduction to the logic and design of research in the behavioral sciences. The course includes discussion of ethical considerations in research, the nature of scientific research and explanation, observation and measurement of behavior, basic research designs, and the validity of research. Students will read and critique examples of published research. Statistical concepts will be introduced as needed. Note: Students who have taken 42.349 Psychological Research Methods cannot receive credit for PSYC 251 Psychology Research I: Methods. <i>Prerequisites: PSYC 101 General Psychology or PSYC 200 Psychology of Development. Status as a Psychology major, with a minimum of 16 course credits completed, and permission of the instructor.</i></p>

PSYC	258	<p><b>Human Relations</b></p> <p>Designed to provide students with an opportunity to study and to experience the small group situation in which the focus is on understanding the dynamics of interpersonal behavior and on developing communication skills. Topics include self-concept, person perception, verbal and non-verbal communication, and conflict resolution. Note: Students who have taken PSYC 305 Human Relations cannot receive credit for PSYC 258 Human Relations. <i>Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.</i></p>
PSYC	261	<p><b>Conditioning and Animal Learning</b></p> <p>An introduction to the fundamentals of classical and operant conditioning. The theoretical basis for the educational and clinical applications of learning principles will be examined. This course provides the opportunity to use operant equipment in laboratory studies of animals. <i>Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.</i></p>
PSYC	271	<p><b>Principles of Behavior Modification</b></p> <p>A consideration of various applications of learning theory and conditioning principles to social and individual problems. Techniques such as systematic desensitization, aversive conditioning, social modeling, token economies, and self-control procedures (e.g., bio-feedback) are described. The application of these techniques is examined for a variety of problems, e.g., anxiety, psychotic and antisocial behaviors, phobias, alcoholism, smoking, and sexual dysfunction. <i>Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.</i></p>
PSYC	273	<p><b>Environmental Psychology (Gen. Ed. Goal 9)</b></p> <p>A study of the interaction of human behavior with the natural and human-made environment integrating material from a variety of areas including psychology, landscape design, climatological studies, and architectural design. The course provides an overview of interactions of humans with environment including issues such as methods of observing human-environmental interactions, environmental perception and assessment, environmental attitudes, and environmental cognition. Topics integrating areas such as the effects of noise, climate, and weather on behavior, psychological responses to environmental disasters and hazards, the effects of crowding and territoriality on humans, the psychological effects of cities, architectural and residential design and effects on behavior, transportation and travel, work and leisure, the commons dilemma, and changing environmentally destructive behaviors are discussed. <i>Prerequisite: PSYC 101 General Psychology.</i></p>
PSYC	280	<p><b>Sensation and Perception</b></p> <p>A study of the phenomena, methodology, and theory associated with the sensory processes (vision, audition, taste, smell, and touch). Visual perception is emphasized. The topics of perception of color, depth, constancies, illusions, and the roles of innate and learned factors are included. <i>Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.</i></p>
PSYC	286	<p><b>Psychology of Women</b></p> <p>An examination of the psychological development of women from birth through maturity. Topics may include biological bases of psychological sex differences; sex roles in work, family, and social relations; the historical context of stereotypes and attitudes toward women; development of women's self concept; and cross-cultural comparisons. <i>Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.</i></p>

PSYC	304	<p><b>Psychology of Careers</b></p> <p>An introduction to research on career development and the contemporary workforce. The course provides an overview of the major theories of career choice, including trait-factor, developmental, and sociological approaches. The structure of vocational interests, values, personality, and abilities is discussed. Finally, research on contemporary aspects of work is introduced, with possible topics including work-family conflict, the virtual workplace, downsizing, job search strategies, changing psychological contracts, and the contingent workforce. <i>Prerequisites: Declared psychology major and at least second-semester sophomore status, and completion of three psychology courses.</i></p>
PSYC	310	<p><b>Psychological Testing</b></p> <p>An introduction to the methods used in constructing and standardizing psychological tests. This course provides an overview of the many different varieties of tests, ranging from standardized tests of aptitude and achievement to individually administered projective tests. The use of psychological tests in schools, industry, social service agencies, and clinics is discussed. Note: Students who have taken 42.275 Introduction to Psychological Testing cannot receive credit for PSYC 310 Psychological Testing. <i>Prerequisites: PSYC 101 General Psychology or PSYC 200 Psychology of Development. Completion of Goal 2, and one additional 200 level psychology course.</i></p>
PSYC	313	<p><b>Developmental Disabilities</b></p> <p>The study of disorders commonly observed in infants and children. Disorders resulting from genetic abnormalities and environmental factors are studied, including mental retardation, cystic fibrosis, sickle-cell anemia, fetal alcohol syndrome, prematurity, failure-to-thrive, and learning disabilities. Current interventions and treatments are examined. <i>Prerequisite: Any one of the following courses: PSYC 200 Psychology of Development, PSYC 201 Child Psychology, or PSYC 212 Adolescent Psychology; or permission of instructor.</i></p>
PSYC	318	<p><b>Educational Psychology</b></p> <p>An advanced course on psychological research topics relevant to the classroom, such as achievement, motivation, self-esteem, creativity and intelligence, testing and assessment, and peer relationships. An examination of issues relevant to gender, race, and social class within educational settings are included from a psychological perspective. The psychological implications of school transitions, mainstreaming of special needs students, tracking, sports and extracurricular activities, and clinical disorders manifested in the classroom may be covered. <i>Prerequisites: PSYC 101 General Psychology or PSYC 200 Psychology of Development, and either PSYC 201 Child Psychology or PSYC 212 Adolescent Psychology; or permission of instructor.</i></p>
PSYC	322	<p><b>Abnormal Psychology</b></p> <p>An examination of some of the behaviors classified as abnormal by the most recent version of the Diagnostic Statistical Manual (DSM). Problems in defining abnormality are discussed, and such major theoretical approaches to causation and treatment as the biological, psychoanalytic, behavioristic, and humanistic are compared. Opportunity for field trips or field experience may be offered. <i>Prerequisite: Any one of the following courses: PSYC 201 Child Psychology, PSYC 212 Adolescent Psychology, PSYC 231 Psychology of Adulthood and Aging; or PSYC 215 Psychology of Personality.</i></p>
PSYC	338	<p><b>Psychology of Work Behavior</b></p> <p>An introduction to psychological principles applied to the workplace and the field of industrial/organizational psychology. Possible topics include job analysis, test development, selection procedures, training, performance appraisal, job satisfaction, motivation, leadership, work stress, and careers. Research, practical applications, and cultural influences on work behavior are discussed. <i>Prerequisites: 42.101 General Psychology or 42.200 Psychology of Development. Completion of Goal 2 and one additional 200-level psychology course.</i></p>

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PSYC	340	<b>Cultural Psychology</b> An introduction to the importance of culture and ethnicity in explaining what were once considered universal psychological behaviors and processes. This course will focus on topics such as research methods, cognition, gender, health, emotion, language, personality, abnormal psychology, and developmental processes across cultures and ethnicities by examining similarities and differences. <i>Prerequisites: PSYC 101 General Psychology; and either PSYC 224 Social Psychology or PSYC 215 Psychology of Personality; or permission of instructor.</i>
PSYC	341	<b>Group Dynamics</b> An examination of the structure, function, and interactive processes of groups. Research methods appropriate for the study of groups are stressed, and research findings are discussed. Special attention is given to interaction patterns and to personality attributes that influence modes of group interaction. <i>Prerequisite: PSYC 224 Social Psychology.</i>
PSYC	345	<b>Directed Study in Psychological Research</b> An opportunity for the advanced student in psychology to participate as a research assistant in a faculty-initiated and directed project. Ability to work with a degree of independence and to complete assigned tasks in accordance with the instructor's guidance is expected. The instructor is responsible for specifying the research topic(s), materials, and methodology. The student and the supervising professor are responsible for determining a contract that identifies the course objectives and the means for evaluating the student's performance. The course may be taken twice to allow students to pursue projects that require more than one semester, or to work closely with more than one faculty member. <i>Prerequisites: Junior or senior standing in Psychology, completion of PSYC 251 Research Methods in Psychology I, and approval of the supervising professor and department chair.</i>
PSYC	351	<b>Psychology Research II: Design and Statistical Applications</b> An extension of the basic research designs and methods introduced in PSYC 251 Psychology Research I: Methods, with a concentration on experimental and quasi-experimental designs. Parametric and nonparametric statistical analyses are introduced, including analysis of variance, correlational techniques, and Chi Square. Students read and critique examples of published research, prepare a manipulation-based research proposal, and are exposed to a statistical package appropriate to the discipline. The requirements adopted by the American Psychological Association for scientific writing are presented. Note: Students who have taken 42.349 Psychological Research Methods cannot receive credit for PSYC 351 Psychology Research II: Design and Statistical Applications. <i>Prerequisites: Completion of PSYC 251 Psychology Research I: Methods with a minimum grade of C- (1.70), status as a Psychology major, permission of instructor, and completion of MATH 117 Introduction to Statistics.</i>
PSYC	353	<b>Topics in Human Services</b> Designed primarily for psychology majors who are completing a concentration in human services or who plan to take the PSYC 498 Internship in Psychology course with a placement in a human services agency. Topics include ethical issues, interviewing techniques, observational methods, communication skills applicable to counseling techniques, government regulations, and other topics relevant to effective functioning in a human services setting. <i>Prerequisite: Junior or senior Psychology major or permission of the instructor.</i>

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PSYC	355	<p><b>Contemporary Issues in Psychology</b></p> <p>An in-depth examination of a current psychological issue with particular emphasis on the contributions of recent research. Topic and instructor are announced each year.</p> <p><i>Prerequisites: Junior or senior status and completion of prerequisite courses as specified by the instructor of record. Use of the course to fulfill a 300-level concentration requirement is only allowed with permission of the Chair.</i></p>
PSYC	360	<p><b>History and Systems of Psychology</b></p> <p>A survey of the history of psychology to the present day. The goal is to understand the development of psychological thought and research within the context of the history of ideas and the history of science, as well as in relation to events in general history. Note: Students who have taken 42.402 History and Systems of Psychology cannot receive credit for PSYC 360 History and Systems of Psychology. <i>Prerequisites: Status as a junior or senior psychology major and the completion of one of the following: PHIL 102 Introduction to Ethics, PHIL 105 Introduction to Political and Social Philosophy, or PHIL 118 Introduction to Philosophy of Science.</i></p>
PSYC	362	<p><b>Cognitive Psychology</b></p> <p>An introduction to the experimental study of mental processes that underlie perception, attention, memory, reasoning, and problem solving. These processes are considered from a variety of perspectives that may include computational, neuro- scientific, parallel processing, and developmental. Emphasis is placed on methodological issues, theoretical interpretations, and practical applications. Note: Students who have taken PSYC 262 Learning, Memory and Cognition cannot receive credit for PSYC 362 Cognitive Psychology. <i>Prerequisites: PSYC 101 General Psychology and one additional 200 level psychology course.</i></p>
PSYC	369	<p><b>Human Sexuality</b></p> <p>An examination of human sexual development. Issues in development of sexuality are presented from both a theoretical and research basis emphasizing psychological, biological, environmental, and cultural perspectives. Students are required to master the literature on social policy issues around topics that may include abortion, pornography, AIDS and the right to privacy, homosexuals and parenting, forced sexual behavior, contraception and sex, private sex between consenting adults, incest, and the decriminalization of prostitution. Note: Credit is not given for both this course and CONS 270 Human Sexuality Education. <i>Prerequisites: Junior status, PSYC 101 General Psychology or PSYC 200 Psychology of Development, and any one of the following courses: PHIL 102 Introduction to Ethics, PHIL 105 Introduction to Political and Social Philosophy, or PHIL 118 Introduction to Philosophy of Science and permission of the instructor.</i></p>
PSYC	370	<p><b>Developmental Psychopathology</b></p> <p>The study of functional disorders commonly originating before the age of 21. Psychiatric disorders resulting from genetic abnormalities and from environmental factors are studied, including affective and anxiety disorders, adjustment and conduct disorders, and posttraumatic stress disorders. Current medical and therapeutic treatments are examined. Familiarity with both normal child and normal adolescent development is strongly recommended. <i>Prerequisite: One of the following developmental courses: PSYC 200 Psychology of Development, PSYC 201 Child Psychology, or PSYC 212 Adolescent Psychology.</i></p>
PSYC	403	<p><b>Practicum in Teaching of Psychology</b></p> <p>An opportunity to serve as a teaching assistant on campus in a psychology course under the close supervision of the course instructor. Teaching assistants typically conduct class discussions, prepare class materials and demonstrations, assist in construction of examinations, and confer with students. <i>Prerequisite: Approval of the supervising course instructor.</i></p>

PSYC	450	<p><b>Empirical Research Thesis in Psychology</b></p> <p>An application of research methodology to psychological issues. Students complete at least one original research project, individually or in dyads, through the following stages: choice of research topic, review of scientific literature, hypothesis formulation, research design, data collection and analysis, interpretation of results, and conclusions. Written and oral reports are required. The methods and content emphasized may vary by instructor. The seminar is designed to be a capstone class for Psychology majors. <i>Prerequisites: Completion of PSYC 351 Psychology Research II: Design and Statistical Applications with a minimum grade of C- (1.70) and permission of instructor.</i></p>
PSYC	451/452	<p><b>Psychology Seminar</b></p> <p>An examination of the current literature on a single area in psychology. Students are expected to read original research reports and theoretical studies and to present written and oral reports based on independent research. Laboratory or field research may be required. Students may take the seminar twice for credit. However, in no case may the student take two seminars on the same topic. Topic and instructor to be announced each year. <i>Prerequisites: Junior or senior standing and permission of instructor. Approval of the Chair is required to obtain two course credits.</i></p>
PSYC	490	<p><b>Advanced Independent Study in Psychology</b></p> <p>An opportunity for the advanced student in psychology to conduct an in-depth investigation of a special topic or to carry out original research. Ability to work with a high degree of independence is expected. The student is responsible for arranging with the cooperating professor a contract that will specify topics or material to be covered, methods of study, and method of evaluation. The course may be taken twice to allow the student to pursue a project that requires more than one semester, or to work closely with more than one faculty member. <i>Prerequisites: Junior or senior standing in Psychology, completion of PSYC 351 Psychology Research II: Design and Statistical Applications and approval of the supervising professor and department chair.</i></p>
PSYC	495/496	<p><b>Internship in Psychology</b></p> <p>A supervised field experience involving a minimum of 10 hours per week of field work in a community service agency, school, clinic, hospital, research facility or business setting. The field work is supported by weekly seminars in which the supervising professor and internship students consider the integration of psychological theory with practical applications. An internship extending over two semesters or a one-semester internship of 20 or more hours per week may be awarded two course credits. The opportunity to complete the internship is dependent upon acceptance by a placement agency following an interview process. <i>Prerequisites: Second-semester junior or senior standing, a QPA of 2.70 or better in psychology courses, PSYC 351 Psychology Research II: Design and Statistical Applications, and permission of supervising professor. In addition, students taking the internship in a human services setting must have completed PSYC 322 Abnormal Psychology, and have completed or be concurrently enrolled in PSYC 353 Topics in Human Services. Students placed in an industrial or business setting must have completed one of the following courses: PSYC 277 Psychology of Work Behavior, PSYC 334 Organizational Behavior, or PSYC 341 Group Dynamics.</i></p>

The following course also carries credit as a Psychology elective:

INTD	225	<p><b>Biopsychology</b></p> <p>An overview of the biological foundations of behavior and mental processes. Topics covered include the biological underpinnings or various domains in psychology such as emotion, motivation, perception, cognitive function, psychopharmacology, and hormone effects on the brain and behavior. No Laboratory. <i>Prerequisite: PSYC 101 General Psychology and one of the following biology courses: BIOL 101 Biology Concepts, BIOL 142 Human Biology, or BIOL 161 Cellular and Molecular Biology; or permission of instructor.</i></p>
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## Philosophy Course Descriptions

Subject Code	Course Number	Course Description
PHIL	101	<p><b>Invitation to Philosophy (Gen. Ed. Goal 4)</b>            A critical inquiry into life, death, and the meaning of human existence. Issues such as the nature of reality, knowledge, the problem of truth, the existence of God, free will, and justice are examined from varying perspectives and sources: Western, global, classical, or modern.</p>
PHIL	102	<p><b>Introduction to Ethics: Why Be Moral? (Gen. Ed. Goals 4, 12)</b>            An exploration of moral reasoning, and the claims of morality on self and society through an assessment of ethical theories, both classical and modern. The course considers topics such as human sexuality and the preservation of integrity in human decision making. The dynamics of self and society and subjects of social responsibility are pursued by focusing attention on issues such as freedom and justice; rights and duty; race, gender, and class; and the meaning of work.</p>
PHIL	103	<p><b>Introduction to Logic (Gen. Ed. Goal 4)</b>            A study of fundamental topics in logic: classical logic, truth functional logic, inductive reasoning, and informal fallacies. The study of logic is presented as a fascinating mental exercise and as the acquisition of skills essential to clear and reasonable thought and discourse.</p>
PHIL	105	<p><b>Introduction to Political and Social Philosophy (Gen. Ed. Goals 4, 12)</b>            A study of conflicting philosophical views about politics and social institutions. Salient historical and contemporary theories including those of gender, race, and class are analyzed and discussed. Attention is given to the philosophical presuppositions directing socio-political institutions.</p>
PHIL	118	<p><b>Introduction to Philosophy of Science (Gen. Ed. Goal 4)</b>            An introduction to commonly discussed philosophical issues about science, such as the matter in which scientific theories are justified. The course makes reference to specific episodes in the history of science, such as the adoption of the Copernican view that the earth travels around the sun, and the rejection of some ideas of classical physics in favor of modern relativity theory and quantum mechanics.</p>
PHIL	201	<p><b>History of Ancient Philosophy</b>            Development of philosophical thought beginning with Thales. Attention is given to the pre-Socratics and their influence on Plato. Main emphasis is on Plato and Aristotle.  <i>Prerequisite: One introductory philosophy course.</i></p>
PHIL	203	<p><b>History of Modern Philosophy</b>            The main lines of philosophical thought from Francis Bacon through Kant. Primary attention given to the Continental Rationalists, British Empiricists, and the Kantian synthesis. <i>Prerequisite: One introductory philosophy course.</i></p>
PHIL	214	<p><b>Aesthetics</b>            An examination of the role of art in human life, the nature of criticism, and the justifiability of critical judgment. <i>Prerequisite: One introductory philosophy course.</i></p>
PHIL	221	<p><b>Contemporary Philosophy</b>            Analysis of recent philosophical trends and their major representatives: instrumentalism (Pierce, James, Dewey), existentialism (Jaspers, Heidegger, Sartre), logical and linguistic analysis (Russell, Wittgenstein, Carnap, Ayer, Ryle). <i>Prerequisite: One introductory philosophy course.</i></p>

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PHIL	226	<b>Nineteenth-Century Philosophy</b> A study of Idealism, Materialism, Empiricism (Mill), and Existentialism (Kierkegaard and Nietzsche). <i>Prerequisite: One introductory philosophy course.</i>
PHIL	234	<b>Environmental Ethics</b> A critical inquiry into human values and habits as they reveal the good and the bad in human beings' relationships to nature or the environment. The course emphasizes the historical and ethical changes in the philosophy of nature and the natural world. Ways in which attitudes and values regarding nature are grounded in cultural, religious, and societal beliefs are also discussed. <i>Prerequisite: One introductory philosophy course.</i>
PHIL	490	<b>Independent Study in Philosophy</b> Topic(s) of philosophical interest to be chosen by the student. <i>Prerequisite: Two introductory courses or one introductory and one intermediate course in philosophy.</i>

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The following course also carries credit as a Philosophy elective:

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INTD	222	<b>Bioethics (Gen. Ed. Goal 4)</b> An examination of moral issues in modern biology. Major theories of ethics, as well as biological aspects of development, genetics, genetic engineering, and the environment, are investigated. Themes such as brain death and euthanasia, abortion, scarcity of medical resources, reproductive control, patient confidentiality, and environmental issues are explored. <i>Prerequisite: One college biology course.</i>
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